Dr. Earl F. Calcutt Middle School
Discipline Data-Mid Year Report
School Year 2012-2013
*Through 01/11/2013

Behavior Management

Restorative Practices

- Enables student to self regulate behavior
- Focuses on the student's need to repair harm to the learning community
- Enables students to contribute to their learning
- Teaches conflict resolution
- Guide responses to behavior
- Prompt and support internal and external supports for students and families

Comprehensive Behavior Management Program

- Holds students accountable for their actions
- Utilizes restitution as one of the critical responses to behavior
- Focuses on determining underlying causes/motivations for behavior
- Provides teachers and staff with support, feedback, and data
- Provides alternative methods for responding to behaviors
- Utilizes "wrap-around" supports as an intervention for behavior

We now have the use of relevant data to drive decisions on a group and individual level.

After the 2011-2012 school year was completed, an analysis of the behavior management system revealed that some processes had to be re-evaluated and refined. A concerted effort was made to ensure that the systems would allow for ease and reliability of documentation related to discipline.

Discipline Data - School Year 2012-2013

Code	Code Description	Total #	5th	6th	7th	8th	Totals MMS count
03	Assault/Battery of Student	33	09	09	05	10	33
04	Assault/Battery of Teacher	01	00	01	00	00	01
05	Attend-Cut/Skipped Class	06	00	02	04	00	06
06	Attend-Cut/Skipped Detention	05	00	00	00	05	05
08	Attend-Tardy	01	00	00	01	00	01
12	Communication-Electronic Devices	09	00	03	01	05	09
16	Disorderly Conduct	1226	114	263	427	422	1226
18	Fighting	37	06	15	06	10	37
19	Fire Regulations	04	01	00	02	01	04
25	Harassment-Sexual	05	00	02	02	01	05
28	Insubordination/Disrespect	07	01	00	03	03	07
30	Larceny/Theft	02	01	00	01	00	02
31	Obscene/Abusive Lang to Student	30	04	05	08	13	30
	***Through 1/11/2013**						

CENTRAL FALLS School District

Discipline Data - School Year 2012-2013

Code	Code Description	Total #	5th	6th	7th	8th	Totals MMS count
32	Obscene/Abusive Language to Teacher	39	01	04	20	14	39
33	Other	22	05	05	02	10	22
35	Threat/Bullying/Intimidation	52	10	17	12	13	52
38	Vandalism	06	02	00	02	02	06
39	Weapon Possession	03	00	01	00	02	03
40	Dress Code Violation	00	00	00	00	00	00
Misc.	Incomplete referrals submitted for student support	1488	154	327	496	511	1488
	*Through 1/11/2013	**1488**					

Discipline Data
School Year 2012-2013 by Grade

Referrals by Grade

- **Grade 5**
  Actual # of referrals 154

- **Grade 6**
  Actual # of referrals 327

- **Grade 7**
  Actual # of Referrals 496

- **Grade 8**
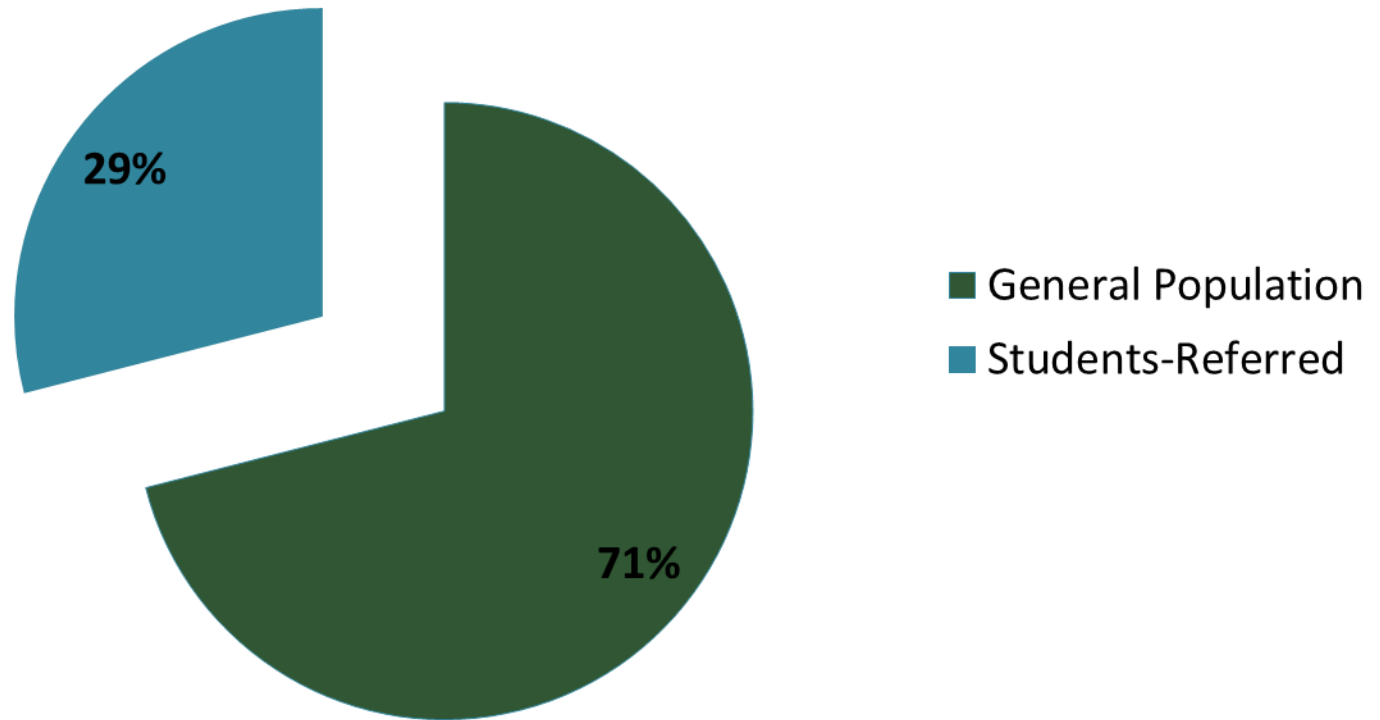 Actual # of Referrals 511

Pie chart values: 11%, 22%, 33%, 34%
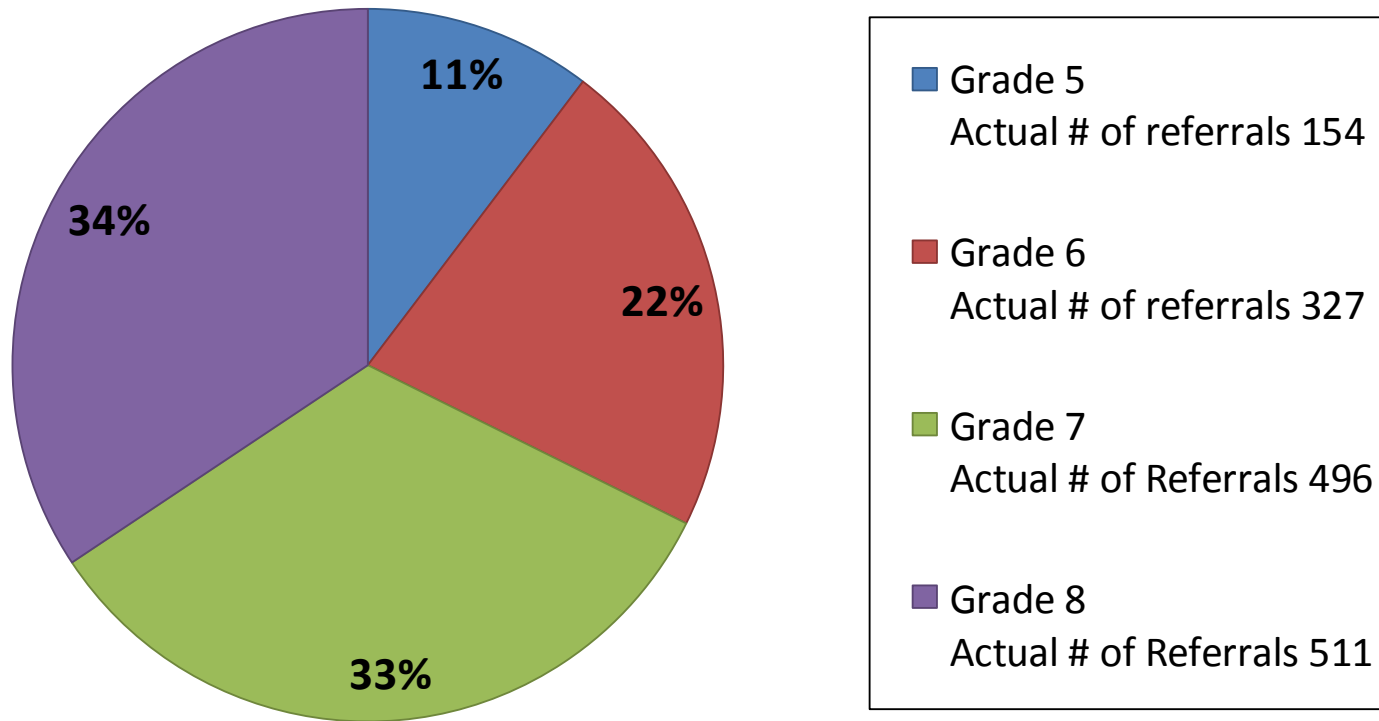
*Through 1/11/2013

Average Rate of Student Referral by General Population Count, Per Day =   18

Discipline Data-Referral Population School Year 2012-2013

29%

71%

- General Population
- Students-Referred

71% of all students at Calcutt Middle School have never been referred!

Discipline Data
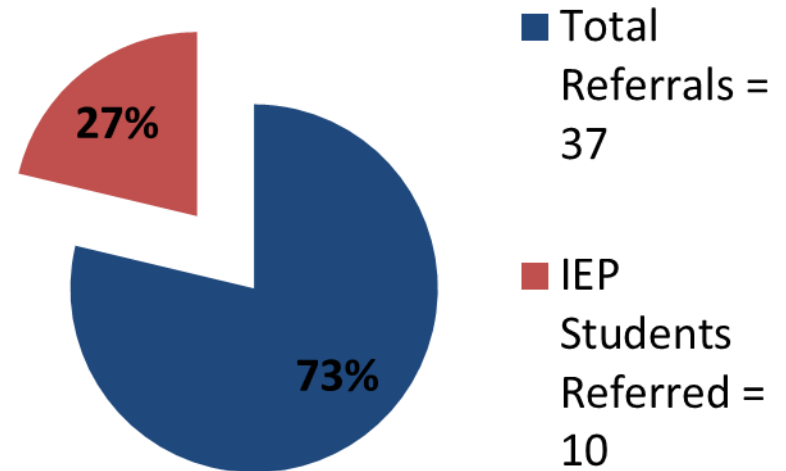School Year 2012-2013 Tiered by Student Population- Grade Sort

Intensive Supports		
Supplemental Supports		
Universal Supports		

Grade 5 — 38 / 172 — 4
Grade 6 — 33 / 87 — 4
Grade 7 — 39 / 70 — 5
Grade 8 — 43 / 92 — 5

Grade 5
214 Students

Grade 6
124 Students

Grade 7
114 Students

Grade 8
140 Students

Discipline Data-Special Population Count-
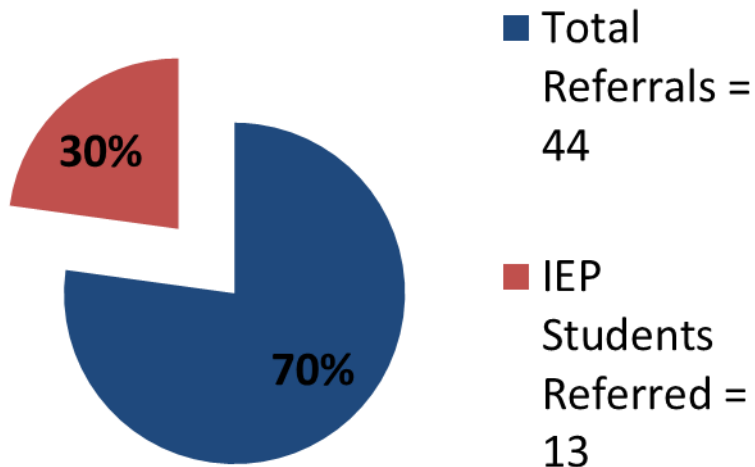# IEP Students Referred by Grade, School Year 2012-2013

Grade 5

33%

67%

- Total Referrals = 42
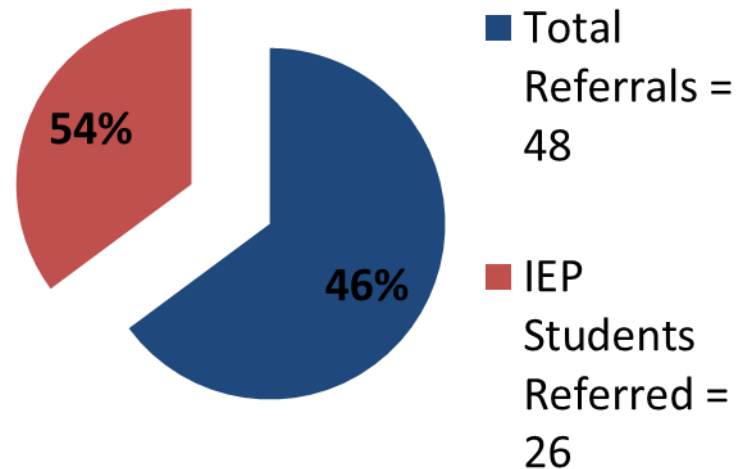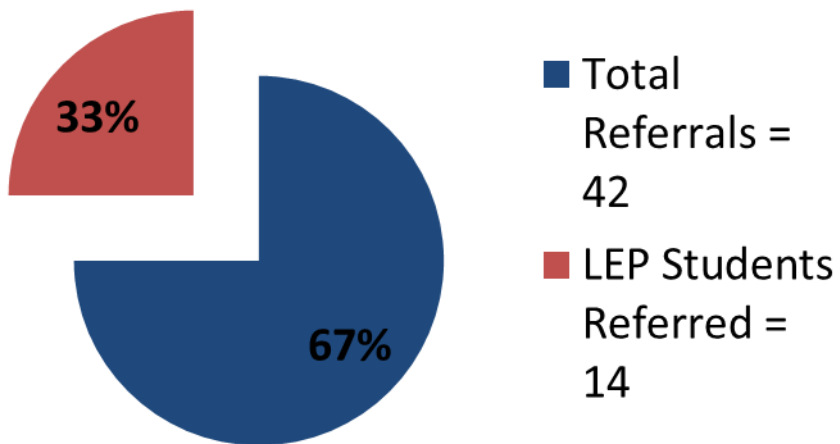- IEP Students Referred = 14

Grade 6

27%

73%

- Total Referrals = 37
- IEP Students Referred = 10

Discipline Data-Special Population Count- IEP Students Referred by Grade, School Year 2012-2013

Grade 7

30%

70%

■ Total Referrals = 44

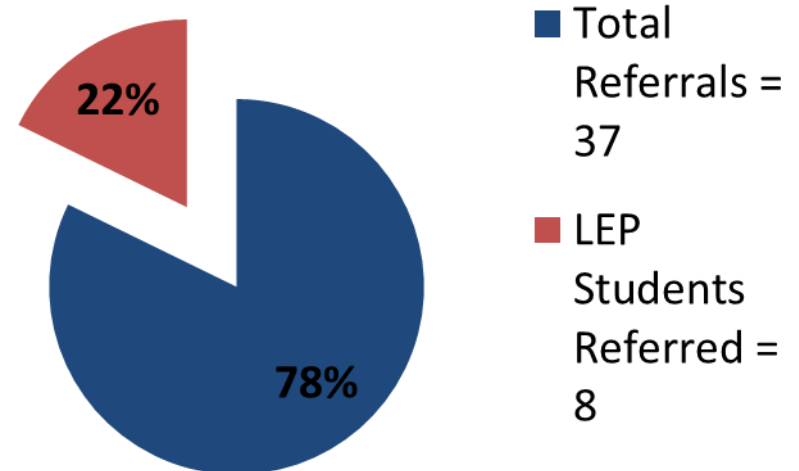■ IEP Students Referred = 13

Grade 8

54%

46%

■ Total Referrals = 48

■ IEP Students Referred = 26

Discipline Data-Special Population Count-
LEP Students Referred by Grade, School Year 2012-2013

Grade 5

33%

67%

- Total Referrals = 42
- LEP Students Referred = 14

Grade 6

22%

78%

- Total Referrals = 37
- LEP Students Referred = 8

Grade 7

25%

75%

■ Total Referrals = 44

■ LEP Students Referred = 11
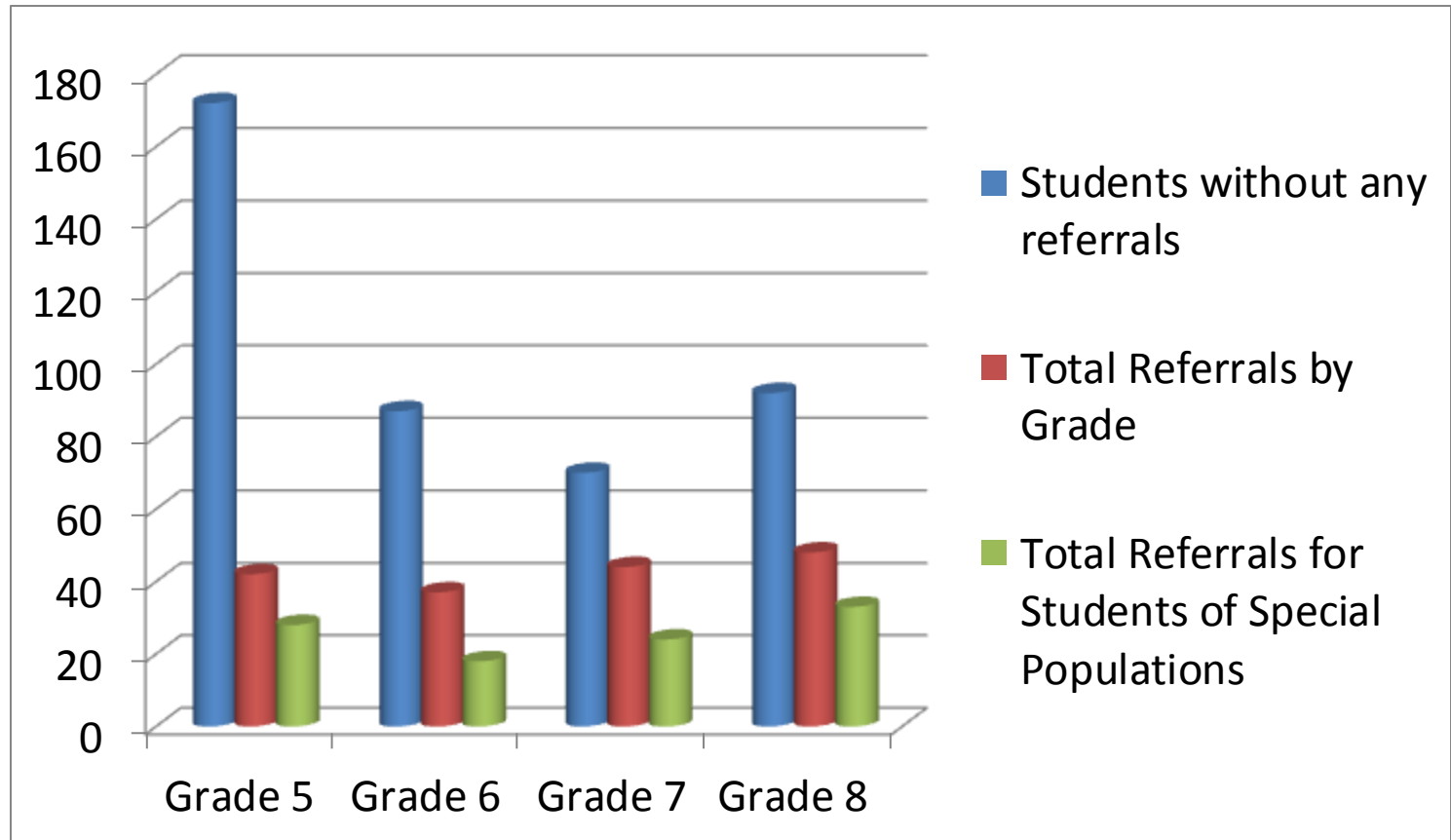
Grade 8

15%

85%

■ Total Referrals = 48

■ LEP Students Referred = 7
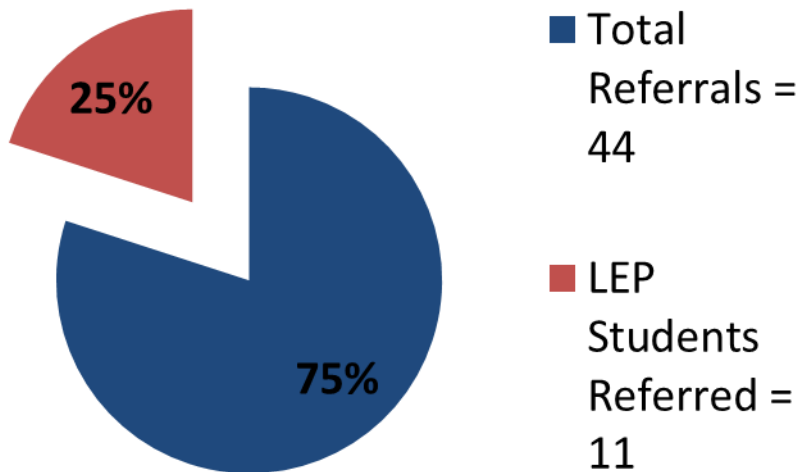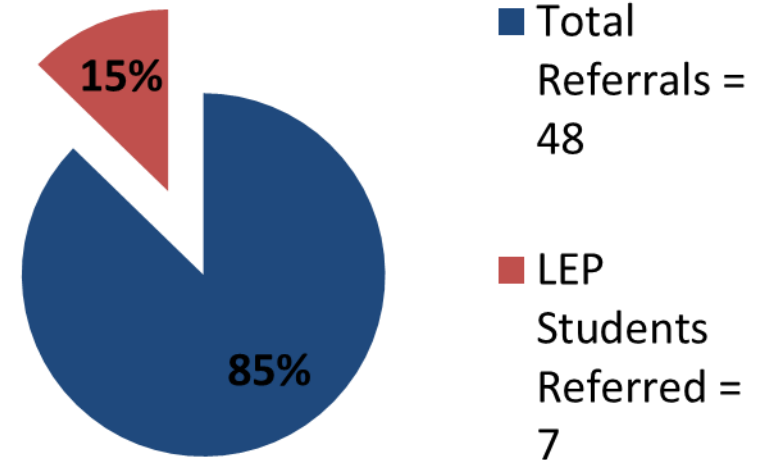
Discipline Data-Special Population Referral Rate-by Number, Grade, and Percentage School Year 2012-2013
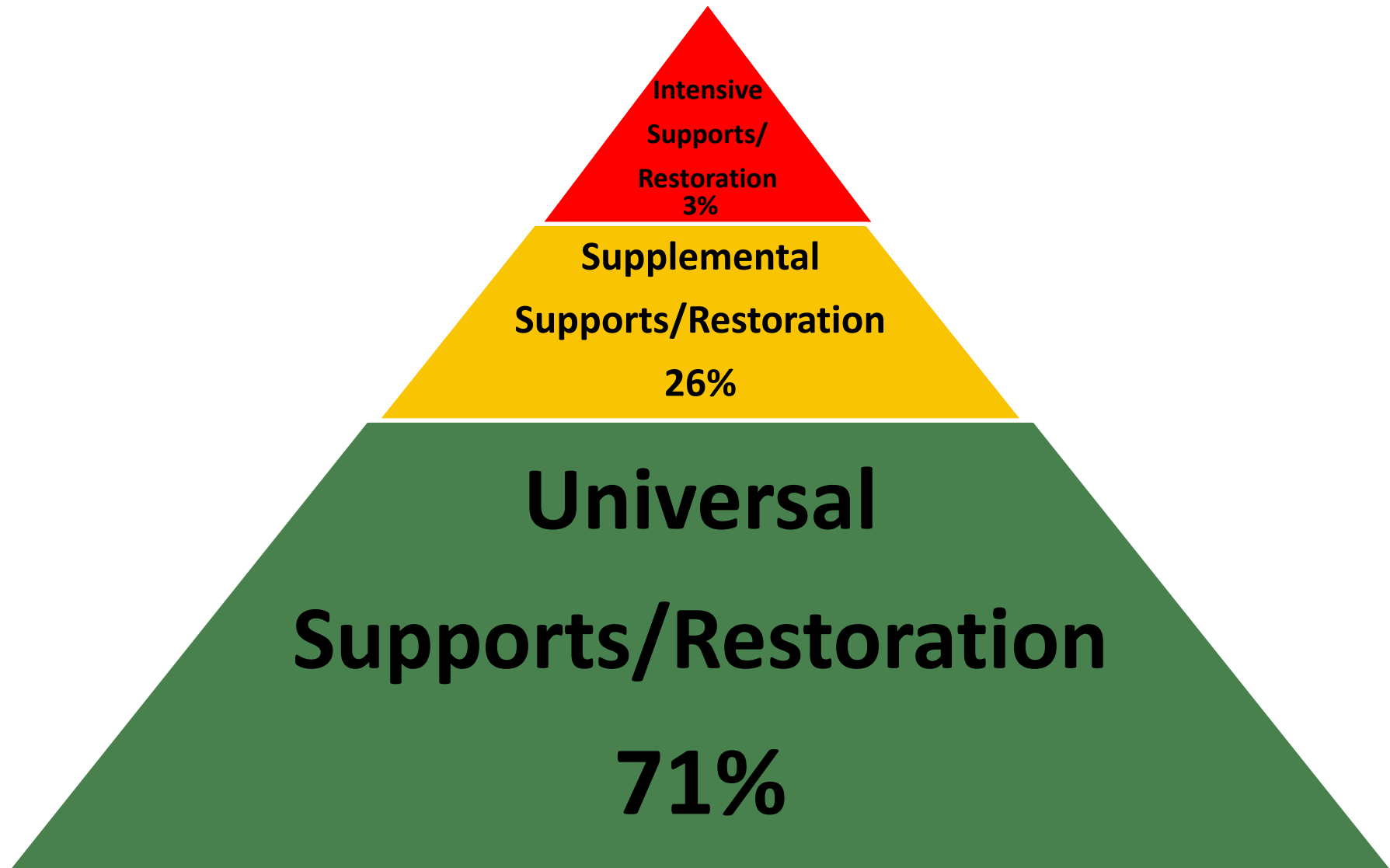

Special Population Referral Rate-by Percentage

Grade 5= 66%   Grade 6= 49%   Grade 7= 55%   Grade 8= 69%

Disproportionality Representation = > 50% Referral Rate

Intensive Supports/ Restoration 3%

Supplemental Supports/Restoration 26%
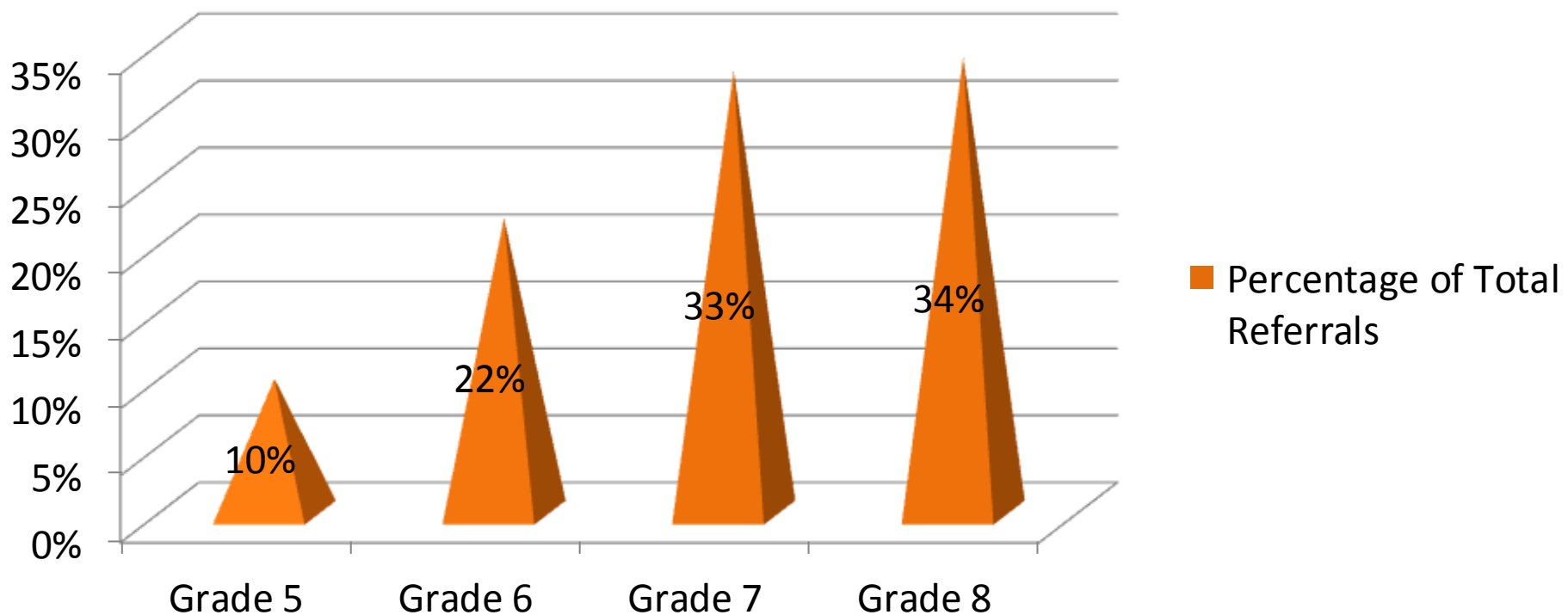
Universal Supports/Restoration 71%

Discipline Data
School Year 2012-2013 Percentage of total Student Referrals by Grade

*Through January 11th , 2013

Percentage of Total Referrals

Legend: Percentage of Total Referrals

Chart values:
- Grade 5: 10%
- Grade 6: 22%
- Grade 7: 33%
- Grade 8: 34%

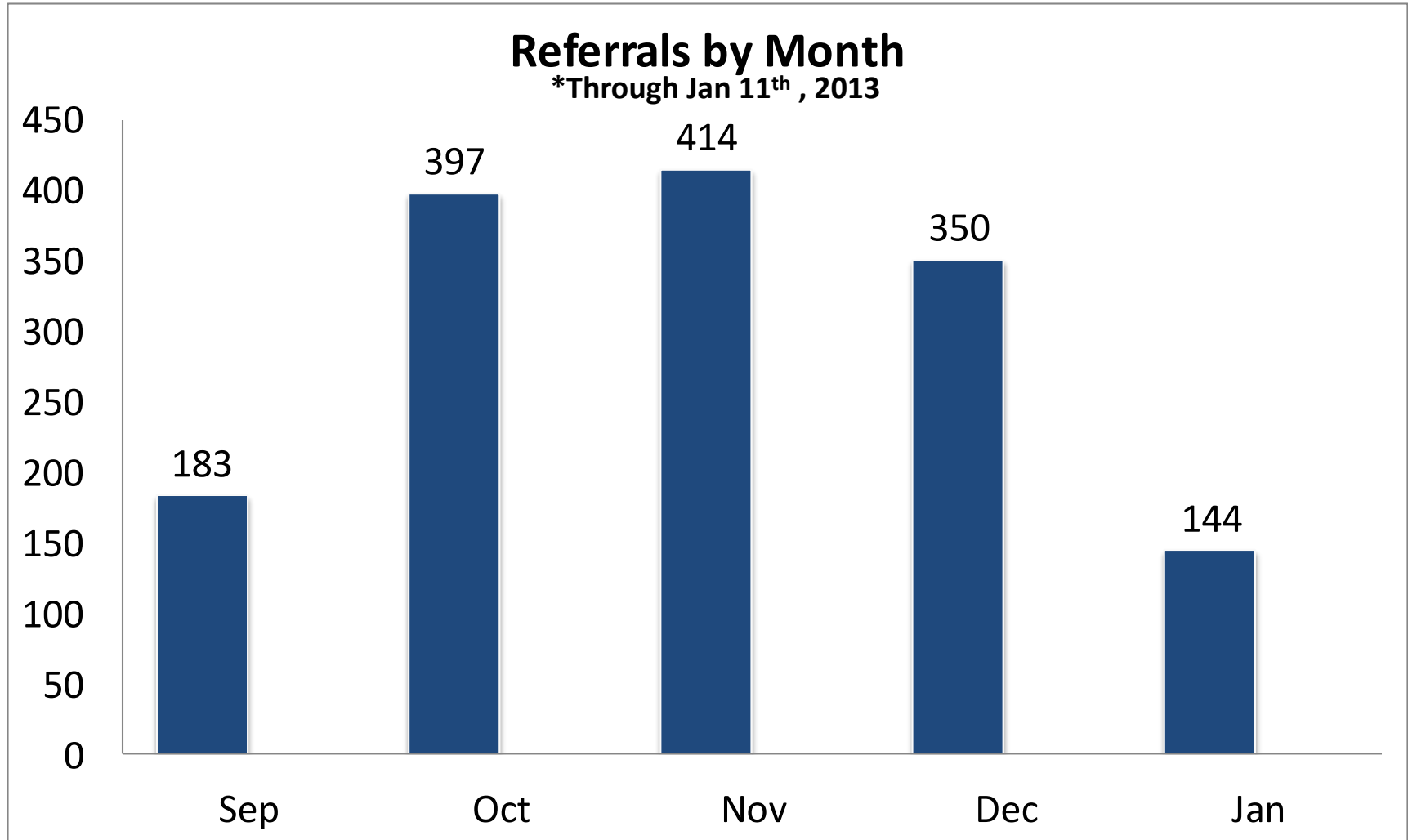**Average Rate of Student Referral-Grade 5, Per Day =   2**
Average Rate of Student Referral-Grade 6, Per Day =   4
Average Rate of Student Referral-Grade 7, Per Day =   6
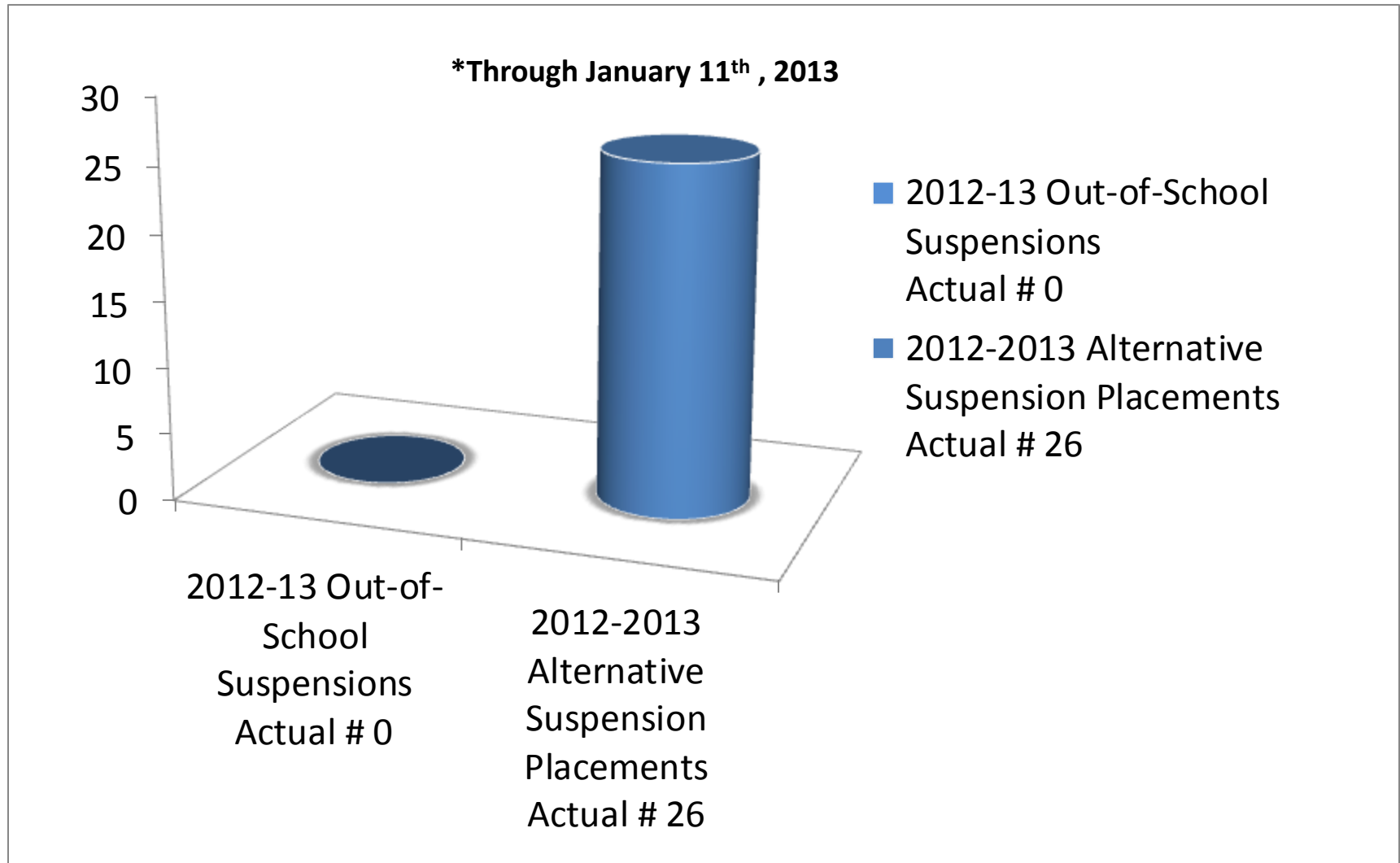**Average Rate of Student Referral-Grade 8, Per Day =   6**

CENTRAL FALLS
School District

Discipline Data Notes
School Year 2012-2013 by Month

Referrals by Month
*Through Jan 11th , 2013

Month	Referrals
Sep	183
Oct	397
Nov	414
Dec	350
Jan	144

Discipline Data – Suspensions and Alternative Suspensions School Year 2012-2013

*Through January 11th , 2013

30
25
20
15
10
5
0

2012-13 Out-of-School Suspensions Actual # 0

2012-2013 Alternative Suspension Placements Actual # 26

- 2012-13 Out-of-School Suspensions Actual # 0
- 2012-2013 Alternative Suspension Placements Actual # 26

Discipline Data Notes

Code 33 – Other

- A **Code 33** would result in a file notation for an offense that does not fall under any of the other codes with distinction and/or could cross three or more codes.

Code 04- Assault/Battery of Teacher

- A **Code 04** does not indicate the **_intentional_** act of assault/battery against a teacher, but rather is supported by teacher referral when a teacher is physically harmed in any way by a student; accidentally and or without any intent to inflict harm on the part of a student.

Data Rich…..Analysis Rich

Next Steps: Developing Case Studies/Profile Reviews for Student Supports for the development of Short and Long Term Growth Objectives through meetings of the DDT (Discipline Data Team)
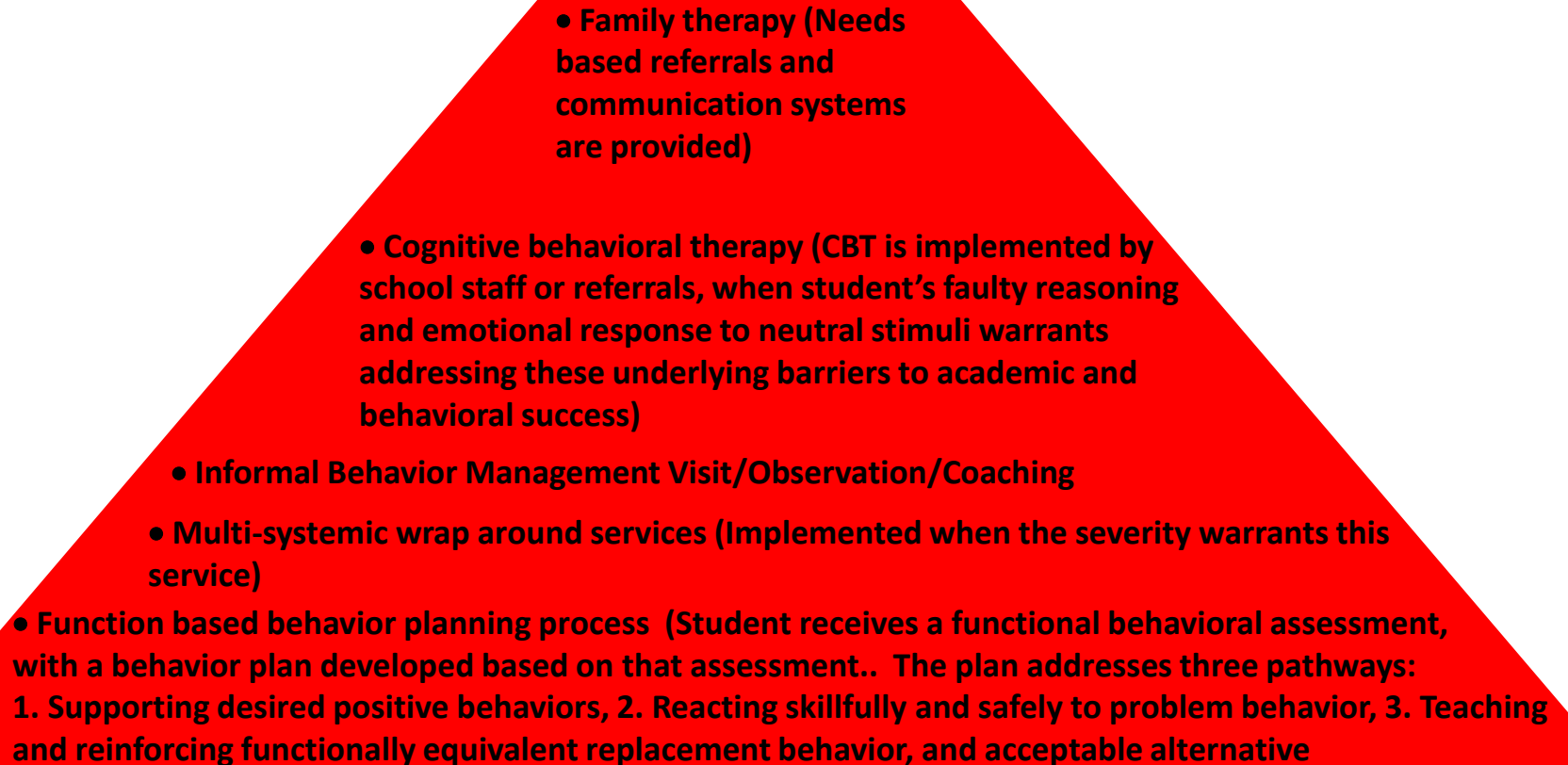
Tier Three- Intensive Supports/Restoration are highly individualized, selected and implemented based on non-responsiveness to tier two coupled with the presenting need determined by the team

Tier Two – Supplemental Supports/Restoration implemented based on a systematic procedure of identification for students who are non-responsive to Tier One
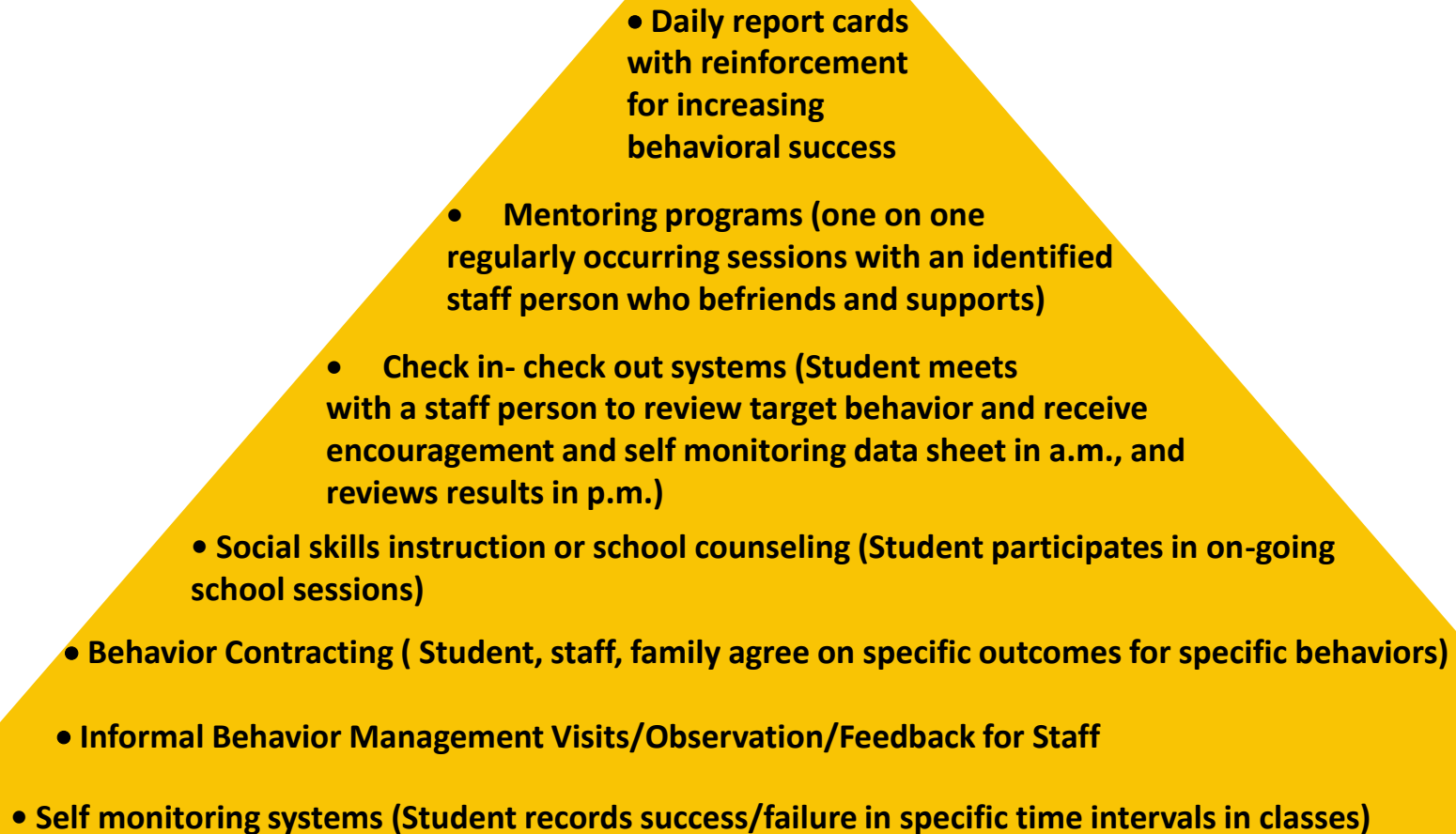
Tier One- Universal Supports/Restoration – available for all students, in every classroom, and throughout the school on a school-wide and classroom level

*Case Studies/Profile Reviews are completed collaboratively with community based partners, the District Restoration Consultant, Restoration Support Staff, instructional staff representatives, and support staff

- Family therapy (Needs based referrals and communication systems are provided)

- Cognitive behavioral therapy (CBT is implemented by school staff or referrals, when student's faulty reasoning and emotional response to neutral stimuli warrants addressing these underlying barriers to academic and behavioral success)

- Informal Behavior Management Visit/Observation/Coaching

- Multi-systemic wrap around services (Implemented when the severity warrants this service)

- Function based behavior planning process (Student receives a functional behavioral assessment, with a behavior plan developed based on that assessment.. The plan addresses three pathways: 1. Supporting desired positive behaviors, 2. Reacting skillfully and safely to problem behavior, 3. Teaching and reinforcing functionally equivalent replacement behavior, and acceptable alternative

Tier Two -Supplemental Supports/Restoration

- **Daily report cards with reinforcement for increasing behavioral success**

- **Mentoring programs (one on one regularly occurring sessions with an identified staff person who befriends and supports)**

- **Check in- check out systems (Student meets with a staff person to review target behavior and receive encouragement and self monitoring data sheet in a.m., and reviews results in p.m.)**

- **Social skills instruction or school counseling (Student participates in on-going school sessions)**

- **Behavior Contracting (Student, staff, family agree on specific outcomes for specific behaviors)**

- **Informal Behavior Management Visits/Observation/Feedback for Staff**

- **Self monitoring systems (Student records success/failure in specific time intervals in classes)**

Tier One-Universal Supports/Restoration

- **Unconditional positive regard** shown for each student, by all, regardless of challenging behavior
- **Human needs are fostered** in each class, through teacher designed interactions
  - ✓ Fun
  - ✓ Freedom
  - ✓ Empowerment
  - ✓ Belonging
- **Individual reinforcement** is available, with choices given within a whole group design
- **On-going teaching of rules & classroom procedures** with reinforcement for compliance occurs for: Safe, Respectful, Responsible behavior
- **Explicit direct instruction teaching strategies are used**
- **Differentiated instruction and accommodations**
- **Social Emotional Learning**

Discipline Data Walls

Progress Monitoring of Short and Long Term Growth Objectives- Student Specific Level (Focused Analysis and Action Plans through School-Wide Staff Development, Weekly Meetings of the DDT (Discipline Data Team) and Common Planning Initiatives)
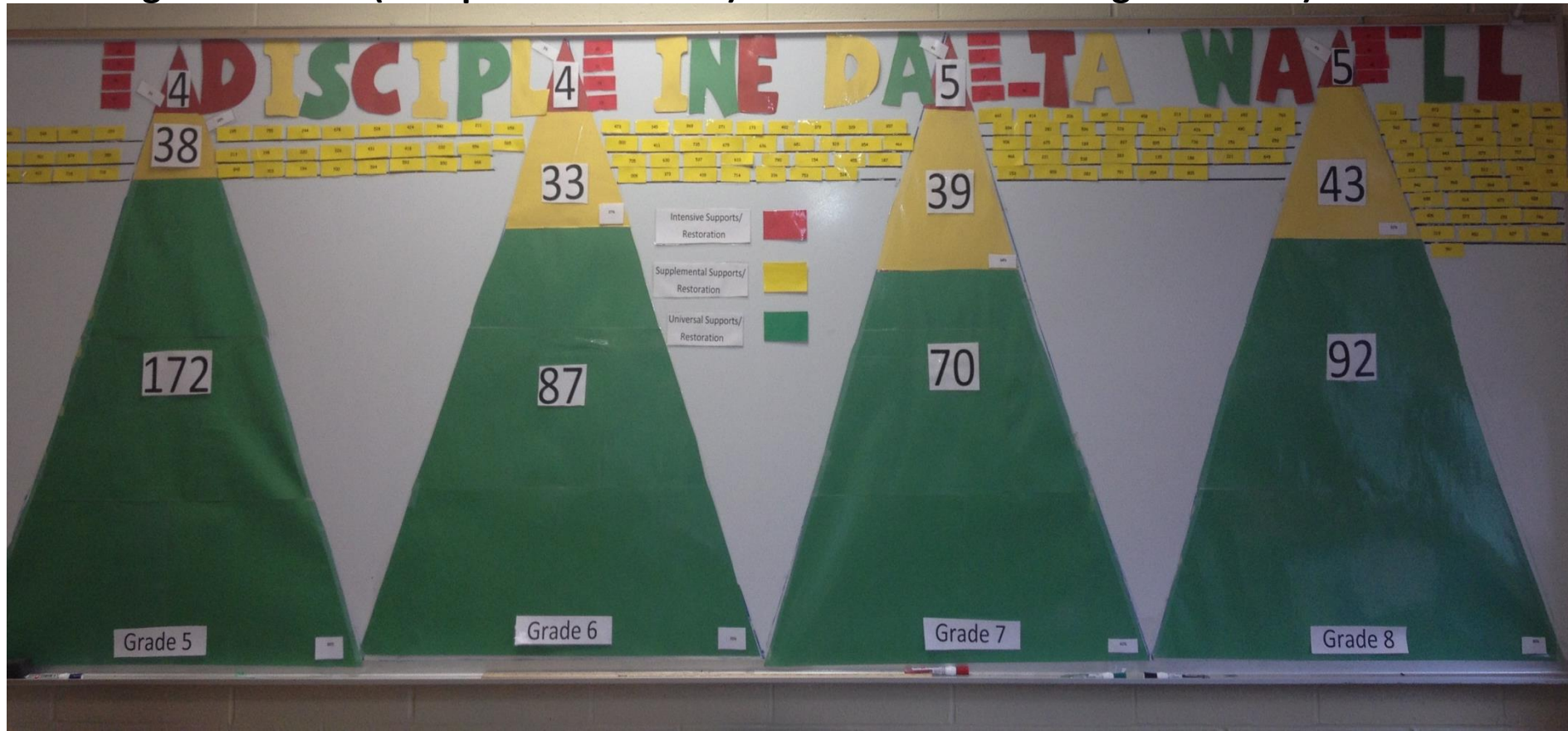
Behind every number are individual students, profiles, case studies, and an opportunity to promote and sustain positive change through Individualized Supports and Restoration!